DOCUMENT RESUME

ED 236 647 CS 207 922

AUTHOR Goodman, Yetta M.
TITLE Techniques for Collecting Literacy Events from Young Children.
PUB DATE 80
NOTE 29p.; For related documents, see CS 207 904-945.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Child Language; *Context Clues; Early Childhood Education; *Language Acquisition; Language Attitudes; Language Research; Linguistics; Measures (Individuals); *Metacognition; *Reading Readiness; Research Tools
IDENTIFIERS Metalinguistics; *Print Awareness; *The Research Instruments Project

ABSTRACT

Designed to reveal children's awareness of print and use of contextual clues and to discover their metalinguistic awareness, language use, and attitudes toward reading and writing, this instrument consists of six tasks. The first three, print awareness tasks, present familiar labels and signs with different degrees of contextuality. The fourth and fifth tasks, designed to assess metalinguistic awareness, language use and reading/writing attitudes, are in an interview format; the fifth task includes a writing sample. The sixth task, a book handling knowledge task, is designed to reveal children's knowledge about and use of print in books. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2, published by the Committee on Research and the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review, included here as an introduction to the instrument, describes the instrument's category (language), title, author, date, age range (ages 2-7, or with readers experiencing difficulty), and describes the instrument's purpose and physical characteristics.) (JL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED236647

Techniques for Collecting Literacy Events from Young Children.

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

CS 207922

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Yetta M. Goodman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Category: Language and Language Development

Title: Techniques for Collecting Literacy Events from Young Children

Author: Yetta M. Goodman

Age Range: Ages 2-7, and with readers who seem to be having difficulty.

Description of Instrument:

Purpose: To reveal children's awareness of print and use of contextual clues. To discover metalinguistic awareness, language use, and attitudes toward reading and writing.

Date of Construction: 1980

Physical Description: The instrument is comprised of six tasks. The first three are the Print Awareness Tasks designed to reveal children's awareness of print and use of supporting context clues. Familiar food, toy, and household product labels, store and street signs are mounted on tagboard and presented to children. The tasks are gradually decontextualized. In the first task, the stylized logo is used in full color, surrounded by the familiar symbols, pictures, and designs associated with the items. The same materials are used in task two. The print retains the stylization and color but is not accompanied by surrounding designs, pictures, or symbols. In task three, the same logos, trademarks, and signs used in tasks one and two are written in black manuscript on white index cards. This level of decontextualization lacks any supporting color, picture, symbol, or design cues. The fourth and fifth tasks are aimed at discovering the children's metalinguistic awareness, language use, and attitudes toward reading and writing. These are in an interview format. A writing sample is also collected during task five. The sixth task, A Book Handling Knowledge Task, is designed to reveal children's knowledge about and use of print in books.

Tasks 1, 2, and 3:

Sample Items: Campbells Tomato Soup, Lego, Crest Toothpaste, Chicken of the Sea Tuna, McDonalds, Johnson and Johnson Baby Powder, School Bus, Stop, Coca Cola, Chevrolet, Ivory Soap, Phone, School, Kellogg's Rice Krispies, Kentucky Fried Chicken, and Gerber's Baby Food

Sample Questions: Have you ever seen this before? Where? What do you think that is? What do you think that says? How do you know? Why did you say that? Show me with your fingers where it says _____.

Task 4: (14 interview questions):

Sample Question: Do you know how to read?
(if "yes": How did you learn to read? Did somebody help you to learn? (if "yes," who?) or did you learn by yourself?
Do you like to read?
What do you like to read?)

(if "no": Do you want to be able to read?
How will you learn to read?
Does someone have to help you learn how to read?
Who do you think will help you learn how to read?)

Task 5: (12 writing-related tasks)

Sample Task: Write for me. (If no response, say "Pretend to write for me.")
Why did you choose those? (paper and writing implements)

Task 6: (22 items related to book handling)

Sample Item: Administrator presents book to child upsidedown and backwards and says "Show me the front of this book. Take the book and open it so that we can read it together."

Validity, Reliability, and Normative Data:

This instrument was developed over a period of seven years by the author, with the assistance of graduate students Bess Altwerger, Lois Bird, Carol Ewoldt, and Myna Haussler. Influenced by the work of Marie Clay and David Doake, it was further expanded through discussions with researchers Jerome Harste, Carolyn Burke, and Virginia Woodward. "Techniques for Collecting Literacy Events from Young Children" is a descriptive instrument. It can offer valuable insight into developing literacy provided it is coupled with teachers' and researchers' understanding of the development of written language.

Related Documents:

Goodman, Kenneth S. and Goodman, Yetta M. "Learning to Read Is Natural." In Theory and Practice of Early Reading Vol. I, edited by L. B. Resnick and C. Weaver, Hillsdale, NJ: Erlbaum Associates, 1979.

Goodman, Yetta M. "A Study of the Development of Literacy in Preschool Children." In Occasional Papers, Program in Language and Literacy, edited by L. Bird. Tucson, AZ: University of Arizona, 1981.

Goodman, Yetta M. "The Roots of Literacy." In The Claremont Reading Conference Forty-fourth Yearbook, edited by M. P. Douglass. Claremont, CA: The Claremont Reading Conference, 1980. (ED 191 010)

Goodman, Yetta M. and Altwerver, B. "Reading: How Does It Begin?" In Discovering Language with Children, edited by Gay Su Pinnell. Urbana, IL: National Council of Teachers of English, 1980. (ED 193 645)

PRINT AWARENESS

PHASE 1: Child's Concepts of Reading and Metalinguistic Awareness

Phase I consists of the following tasks:

The following experience is optional and may be used to gain insight into children's responses to print in the most natural situational context.

Child's Reaction to Print in a Situational Context. The subjects will be presented with actual signs, advertisements, packaged food products, etc. within the environmental setting. The researcher will actually take a child to a supermarket or gas station and ask the child to respond to labels and packages.

Materials: Packaged products, packaged food products, and signs that can be viewed during trip through a market or variety store, a walk around the block, a visit to the gas station, or restaurant, etc.

Task 1: Child's Reaction to Two-Dimensional Print in Context. The subjects will be presented with the print in a context one step removed from the situational context. The children will be shown, for example, a cut-out portion of a cereal box which has been pasted onto a flat surface rather than retaining the shape of the original.

Materials: Packaged products, packaged food products, and signs that have been coded, cut out, and put on tagboard or hardbacking and laminated.

Task 2: Child's Reaction to Print Which are in Familiar Graphic Units. The subjects will be presented with representations of familiar graphic units from newspapers or photographs without familiar accompanying color or texture of material. (Examples: Crest, Coca-Cola or McDonald's in its usual script but presented away from its most familiar print setting.)

Materials: Trademarks and logos such as Coca-Cola, Super Sugar Crisps, Burger King and so on that have been coded, cut out, put on tagboard or hardbacking and laminated.

Task 3: Child's Reaction to Graphic Units in Standard Printed Forms. Language units presented in tasks 1 and 2 will be presented in standard writing.

Materials: Same items used in tasks 1 and 2 written in manuscript form, Task 3 should include the entire written message rather than part of it.

General Introductory and Questioning Procedures:

The introduction and questioning procedures used by the researcher for the first four tasks will be:

INTRODUCTION

1. Develop rapport with child
2. "I want you to help me with something. I have some cards and I'd like you to tell me about them," or "I'm going to ask you some questions."

QUESTIONING, EXPANDING, AND EXPLORING

1. Initial Questioning

SAMPLE QUESTIONS	PURPOSES
a. Have you ever seen this before? b. Where?	To determine if the child has had previous contact with the printed stimuli
c. What do you think that is? d. What do you think that says?	To determine the child's response to the printed stimuli
e. How do you know? f. Why did you say that? g. What makes you think so?	To determine why the child responded the way he/she did
h. What tells you that it says? i. Show me with your finger where it says	To determine what stimuli the child is responding to

2. Expanding and Exploratory Questioning

SAMPLE QUESTIONS	PURPOSES
a. What else does this say? b. How do you know? c. What can you tell me about this? d. Show me with your finger what you are looking at.	To determine as thoroughly as possible what stimuli the children are reacting to

SUMMARY

Show me where it says.....

Techniques to employ:

1. Ask open-ended questions about printed stimuli in a situational context. Vary your language to see if different questions produce different responses.

2. Be careful to ask all questions for each item. Make sure that subject points to item by saying, "Show me with your finger where it says"

3. Try not to provide subject with information. For example, "Do you like to eat this?"

4. Randomize order of items for each of Tasks 1-3.

5. Utilize tape recorder to record questions as well as the child's verbal response. Try not to let recorder interfere with the interaction between you and the child. Interactor could repeat child's response loudly if child's response is too low for recording.

6. Interactor should not be writing down responses. On the response sheet, observer should note all nonverbal responses and describe how material was presented.

Some don'ts:

1. Avoid asking yes/no questions such as "Can you...?" or "Do you know...?"

2. Do not be specific in your questioning. Ask general questions which might elicit language from the child.

3. Don't stop at "I don't know." Follow up with other questions.

4. Don't wear out the same question. Develop the art of rephrasing and paraphrasing.

5. Don't refer to the stimulus as a "picture". Words like "it" or "this" or "card" are less directive.

OBSERVER SHEET

OBSERVER: _____ SUBJECTS NAME _____

INTERACTOR: _____ AGE: _____

DATE: _____ SEX: _____

Task #	(Child points to:) Subject - Non Verbal Response					Verbal and Nonverbal Interaction
Stimuli #	Print	Pictures	Symbols	Color	Other	

Y. Goodman

Task #	(Child points to:) Subject - Non Verbal Response					Verbal and Nonverbal Interaction
Stimuli #	Print	Pictures	Symbols	Color	Other	

GENERAL COMMENTS:

QUESTIONS AND COMMENTS:

Print Awareness Items

These items were carefully and systematically selected from popular children's television shows, and from business and street signs in the local area. Item selection should reflect the local environment and time period.

Campbells Tomato Soup

Lego

Gordons Milk

Crest Toothpaste

Chicken of the Sea Tuna

McDonalds

Johnson and Johnson Baby Powder

School Bus

Kellogg's Raisin Bran

Stop

Coca Cola

Chevrolet

Ivory Soap

School

Phone

Kellogg's Rice Krispies

Kentucky Fried Chicken

Standard Oil

Gerber's Baby Food

Carnation Milk

Western Valley Pinto Beans

PHASE II: Child's Concepts of Written Language and Metalinguistic Awareness

Task 4 : Child's Concepts of Reading

Each subject will be interviewed to determine their concepts about and attitudes toward reading. This task will aid in understanding the perceptions young children have about the function of reading and the reading act itself. Interviewers will encourage as much discussion as possible in response to these questions.

NAME of child:_____ Date:_____

AGE of child (years & months):_____ Sex:_____

NAME of interviewer:_____

(Please use cassette tape recorder for interviewer if possible. Observer should record responses, not interactor.)

1. Do you know how to read?_____
(If "yes" on #1 ask:)
   a. How did you learn how to read?_____
   b. Did somebody help you to learn? (if yes, who?) or did you learn by yourself?
   c. Do you like to read?_____
   d. What do you like to read?_____

(If "no" on #1 ask:)
   e. Do you want to be able to read?_____
   f. How will you learn to read?_____
   g. Does someone have to help you learn how to read?_____
   h. Who do you think will help you learn how to read?_____

2. Is it possible to learn to read by yourself?_____

3. Is learning to read easy/hard?

4. Why do you think learning to read is easy/hard?

5. a. Do the people you live with know how to read?

   b. What do they read?

   c. Where do they read? (kitchen, living room, etc.)

6. a. Do they ever read to you?

   b. Who?

   c. What do they read?

   d. Do you like it?

   e. Why?

7. What do you look at while you are being read to? (Probe with "Anything else?")

8. a. If I said "I'm going to read you a story", what would I do?

   b. If I said "I'm going to tell you a story", what would I do?

c. Are reading a story and telling a story the same or are they different?_____

_____

d. How?_____

_____

_____

9. a. Can you read with your eyes closed?_____

_____

b. How?_____

_____

10. a. Do you have a T.V.?_____

_____

b. Is there anything to read on T.V.?_____

_____

(Try to get at books, magazines and newspapers, and labels without using those words. If not, ask directly about them.)

11. a. Do you ever go to the store with your parents?_____

_____

b. If yes, is there anything in the store that you read or people can read?_____

_____

c. What?_____

_____

12. Why do people read?_____

_____

_____

13. Do you speak a language?_____

_____

14. What do you speak?_____

_____

_____

Task 5: Child's Concepts of Written Language and Pictorial Representation

This task will provide information regarding young children's concepts about writing as well as their use and understanding of print-oriented terminology. Subjects will also be required to write and draw and then react to their productions. The subjects will have available to them a variety of writing and drawing materials such as colored and white paper, lined and unlined paper, crayons, pencils, marking pens, etc. The degree to which the child's choice of materials varies according to the task will be noted.

Procedure:

1. Offer materials to subject and explain what they are.
2. Ask the child to respond to the questions on the Task 5 questionnaire.
3. In order to identify the response with the appropriate question, mark each written response of the child with the appropriate question number. Also if the child reads what is written, record what the child claims it says on sample.
4. Record verbal responses on tape recorder. Try not to let the recorder interfere with the interaction between you and the child. Observer must record all nonverbal behavior.

NAME of child:_____ Date:_____

AGE of child (years & months):_____ Sex:_____

NAME of interviewer:_____

(Have available lined paper, unlined paper, pencil, pen, magic marker and crayon in front of child.)

1. a. Write for me. (If no response, say "Pretend to write for me.")_____

b. Why did you choose those? (paper and writing implements)_____

2. a. Read me what you wrote._____

b. If child says "I can't" ask "Why not?" and then say "Pretend to read."_____

3. Tell me what you wrote. What's this and this? (Get at terms word, letter, etc.)_____

4. Write me a letter.

5. a. What do you write at home?

   b. Do you write at school?

   c. What do you write at school?

6. What do you write?

7. Why do people write?

8. (Offer materials again)
   a. Draw me a picture

   b. Why did you choose those?

9. a. Show me your writing.

   b. Show me your drawing.

10. (Make sure child has samples of both his writing and drawing in front of him.)

    a. Is drawing the same as writing?

    b. How are they similar?

    c. How are they different?

11. Show child a variety of writing samples (manuscript, cursive, words written in languages other than English, a single letter, reoccuring letters, and non-writing samples such as simple drawings and geometric shapes). Ask child to identify which of the samples represent writing.

12. Write three different looking names including the child's and ask him to read his name and point to it.

PHASE III: Metalinguistic Awareness

Task 6: Book Handling Knowledge Task

Subjects will be presented with a book and asked to read for the researcher. If the child cannot read or refuses to read, the book will be read for the child by the researcher. During the reading, the Book Handling Knowledge Task will be administered. Developed by Y. Goodman and B. Altwerger, it is an adaptation of the work of M. Clay (1972) and D. Doake. This focuses on directionality, use or understanding of terminology such as page, letter, word, and concepts regarding the source of the language.

Procedures:

1. Take a picture storybook that is suitable for reading to a pre-school child.
2. Make sure that the book has a title page which includes the title of the book and the author's name.
3. Make sure that the pages have clear, bold print and that there are many pictures in the book. If possible, there should be a page with print on one side and picture on the other.
4. If you are right-handed, sit with the child on your left side, and vice versa if you are left-handed.
5. Interactor should try to eliminate teacher role influences. Try not to give child too much information or direction toward print.
6. If the child has trouble with the "curtain," use a pointer (pencil, pen, etc.) instead.

NAME of child:_____ Date:_____

AGE of child (years & months):_____ Sex:_____

NAME of interviewer:_____

Y. Goodman

Item		Administration	Instruction	Response	Child's Response
1		Show book; title covered by hand. Flip over pages	"What's this called?" "What's this thing?" If child answers with the name of the book, record and ask "What's (say name of book given by child)	"Book" "Story Book" "Story" Name of book	
2		Displaying book.	"What do you do with it?"	"Read it" "Look at it" "Tell it" "Open it"	
3		Displaying book.	"What's inside it?"	"Story" "Picture" "words" "pages" "letters" "things".	
4		Present book wrong way up and back towards S.	"Show me the front of this book" "Take the book and open it so that we can read it together	Any indication of front or first page.	

Y. Goodman

Item		Administration	Instructions	Response	Child's Response
5		Turn to page 3	Hold on to a page and say "Show me a page in this book". "Is this a page?"	Point to page "Yes"	
6		Give the book to child.	Read this to me.	Record all responses	
7		If child doesn't read the book or does inappropriate book reading continue: Give the book to the child. Read the first page.	"I'm going to read you this story. You show me where to start reading." "Where do I begin?"	Indicates print on first page.	
8		Turn to next page.	"Show me the top of this page". "Show me the bottom of this page".	Indicates top edge or toward top. Indicates bottom of page or towards bottom.1	

Item		Administration	Instructions	Response	Child's Response
9		Show the page to the child.	"Show me with your finger exactly where I have to begin reading".	Points to the first word on the page.	
10		Show the page to the child	"Show me with your finger which way I go, as I read this page".	Left to right, on the page.	
11		Continue to show the page to the child.	"Where then?" (This may already have been done or stated in #9, if so credit but do not repeat.)	Top line to bottom line.	
12		Read the page.	"You point to the story while I read it." (Read slowly)	Exact matching of spoken word with written word. Close matching.	

Item		Administration	Instructions	Response	Child's Response
13		If there is print on both pages display the pages.	"Where do I go now?"	Points to the first line of print on the next page.	
14		Read the next two pages. If possible turn to a page with print and a picture on it. Turn the book upside down without the child seeing you.	Can you or I read this now? Why or why not.		
15		Show S how to use masking card to close the "curtains" over the "window". (Use two pieces of black cardboard).	"Let's put some of the story in this window. I want you to close the curtains like this until I can see <u>just one letter</u>." "Now just <u>two</u> letters".	One letter correct Two letters correct	
16		Open "curtains"	"Now close it until we can see just one word." "Now just two words."	1 word correct 2 words correct	

Item		Administration	Instructions	Response	Child's Response
17		Open "curtains"	"Show me the <u>first</u> letter in a word - any word."	First correct Last correct	
18		Remove card	"Show me a capital letter - any capital letter."	Points clearly to a capital letter. Points to any capital letter.	
19		Read to end of story. Close book and pass it to the child.	"Show me the name of the book" or "Name of story?"	Cover, fly-leaf or title page.	
20		Get at comprehension	"Tell me something about the story."		

Item		Administration	Instructions	Response	Child's Response
21		Leave the book with the child.	"Show me the beginning of the story." "Show me the end of the story.	Opens book to first page and points to the first line. Turns to last page and points to the last line.	
22		Title page pointing	"It says here (Read title of the book) by ...(Read the author's name). What does by ...(say author's name) mean?"	"He wrote it." "He made up the story." "He made the book."	